

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	<small>Place date stamp here</small>
<b>Submittal information:</b>	<b>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 MAY 13 PM 3:31 Document Control Center Grants Administration </div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Happy Independent School District	219901	Happy High School/219901001 Happy Elementary School/219901101	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
756001734	16	13	108205410
Mailing address	City	State	ZIP Code
PO Box 458	Happy	TX	79042

**Primary Contact**

First name	M.I.	Last name	Title
Laurie	A	Keith	Business Manager
Telephone #	Email address		FAX #
806-558-2652	lkeith@happyisd.net		806-558-2070

**Secondary Contact**

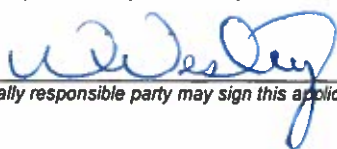
First name	M.I.	Last name	Title
Morris	R	Keith	High School Principal
Telephone #	Email address		FAX #
806-558-2661	rkeith@happyisd.net		806-558-2070

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Devon	W	Wesley	Superintendent
Telephone #	Email address		FAX #
806-558-2652	wwesley@happyisd.net		806-558-2070
Signature (blue ink preferred)		Date signed	



5/12/2014

701-14-107-238

Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	X	<input type="checkbox"/>
6	Program Budget Summary	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	X	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	X	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	X	<input type="checkbox"/>
13	Needs Assessment	X	<input type="checkbox"/>
14	Management Plan	X	<input type="checkbox"/>
15	Project Evaluation	X	<input type="checkbox"/>
16	Responses to Statutory Requirements	X	<input type="checkbox"/>
17	Responses to TEA Requirements	X	<input type="checkbox"/>

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: Swisher-2199013

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program we plan to deliver is a comprehensive plan that will lend technology devices and Internet services to economically disadvantaged students.

The lending program would align with our existing mission to ensure a positive, supportive, nurturing environment in which to educate all students through a commitment to quality and high standards. Our technology plan's goal is to encourage, enrich, and enhance students' learning environment and provide students with opportunities to acquire the technical skills necessary for present and future academic endeavors, practical work experiences, and personal experiences. The way it would align with our goals is by providing students with 24/7 computer and internet services to reach these goals on an as needed basis.

At the beginning of each school year or upon entrance of the student to the school, the students will be surveyed regarding availability of computers and Internet access in the home. Free and reduced lunch applications will be provided to each student. These will be used to determine financial need.

Students/parents will sign the Technology Lending Agreement at the beginning of the school year or upon entrance of the student to the school district. Mastery of the Digital Citizenship Strand of the Technology Application TEKS will be verified and reinforced via signed document as well.

There is a joint library for both the elementary and high school. The grant items would be administered through the library. The librarian will be in charge of the check-out process. The wireless devices would be bar-coded and signed out by the individual using them. The return policy would be similar to book return policies allowing for examination and maintenance of devices.

In cases of competing need, the device will be assigned based on financial need, assignment needs, and travel ability of students to and from the school. Considerations would be students in the same home with need could possible share devices, assignments, and reason for use of device. The principal would be the final decision maker in case of conflicting needs when not enough devices are available for all students needing devices. Upon return of devices they will be cleared by the librarian. They will be examined by the technology director at least annually as well as during the year if any issues arise with a device. Insurance will be purchased in case of accident/damage.

In an effort to maximize the grant money, we would have what I would call a "graduated" technology usage plan. Kindergarten through second grade would use the NOOK HD as a reader, implement alphabet exercises with alphabet apps such as the Alphabet Teacher or Trace in Glow ABC, number exercise apps, music apps, etc.,. Textbooks are available through the Nook and can be integrated in the classroom. They can be used with interactive boards. There are multiple reasons to start with the Nook - one of which is that the size fits the small hands of the users better. The students can use Ipad's but they are large for the little hands at this age. Students of this age group need to be read to and in today's society, parents do not always have or take the time to do this. The Nook offers read-along capabilities for the student. Nook offers a management plan for the teacher as well as training for the instructor. Finally, there is the cost. The cost is significantly more for Ipad mini's, Ipad's, and laptops with little gain for this age group.

The next level of students would be grades 3-4. Our plan would be to purchase Ipad Mini's for this group. We are, again, keeping in mind the small hands but advancing the platform used by the student. There are multiple apps available for the Ipad that can be used for any classroom. Readers are accessible via the Ipad Mini. They can be integrated with classroom textbooks and the interactive boards. Assignments can be given, electronic testing with immediate results available to students/teachers.

For our third level we include grades 5-6. We are looking at Ipad's for this group. Ipad's are a little larger than the Ipad Mini's but have similar format. Students would be able to build on the technology skills they have already obtained.

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These have the ability to integrate with the interactive white boards and can be used make assignments, review, and testing. Teachers and students can obtain immediate feedback from responses made on the Ipad.

Grades 7-12 would have laptops made available to them for lending purposes. Teachers use Edmodo which has a social learning type platform. It is for students, teachers, and parents. Assignments can be posted, polls/surveys conducted, video clips can be embedded, learning groups, quizzes, calendars, etc., can be set up. Assignments can be uploaded. This is great for students who have to be off campus whether it is an absence or even a school activity that removes them from the classroom. The student can remain in contact with the class and instructor while traveling or at home. The Science teachers use Sapling Learning which has some similar capabilities but has features specific to Science classes. Sapling is used interactively in the classroom with the Smart board and students. The teacher can save her material so that students can view the lesson at home/on the road. The student and teacher can receive rapid feedback from results of testing/assignments for improved learning. Without the lending equipment and hotspot, this would not be possible. Because many of our students are in Agriculture Science and have outdoor projects and classes, it would be good to have some "rugged" laptops for the shop, animal, and agriculture students. While they are traveling for their Ag events they have down-time to do their core classroom work but the environment they are in is not amenable to regular laptops.

Currently, monitoring of attainment of goals and objectives is done by review. Daily, test, and semester grades are monitors for achievement of goals. End of course exams and STAAR exams are the final review of attainment of goals for achievement. Teachers adjust courses as grades are evaluated. Principal currently does walk-throughs and observations throughout the year. These results are communicated individually and collectively to the teachers with recommendations for improvement. Recommendations for improvements in technology are made to administration and the technology director throughout the year by faculty, students, and parent. These are taken into account during the technology planning. Results of the STAAR exams are publically published through the AEIS/TAPR and are published on the school web site.

Happy ISD has prioritized the high school as the campus with the highest need based on dual credit courses that need computer/internet service to complete, as well as high school courses that use computers and internet services. In addition to these, the high school students are active in FCCLA, FFA, UIL Academics and Athletics, and travel to and from these events. Lending equipment and hotspots will allow them to stay up with classes in real-time. In addition to these needs, the financial need was also considered for prioritization. Access to lending equipment will be provided through the library lending program as it is already established. At the beginning of each school year an assessment will be conducted to re-assess who has access to computers/Internet at home. Students with financial needs will be prioritized based on criteria from free and reduced lunches, assignments, and access to technology devices. The portable wireless device and hotspot equipment will be signed out as a combined unit from the library to students with signed Technology Lending Agreements on file

Evaluation would occur concurrently with implementation as well as using the STAAR and EOC exams. Percentage of students completing dual credit courses, online courses, student, parent and teacher evaluations of the program would also be included in the evaluation.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 219901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$38,400	\$0	\$38,400
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$62,900	\$0	\$62,900
Total direct costs:			\$101,300	\$0	\$101,300
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$101,300</b>	<b>\$0</b>	<b>\$101,300</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$101,300
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,195
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:		\$0
	<input type="checkbox"/> Salaries/benefits	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN)	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative	<input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0
<b>Professional Services, Contracted Services, or Subgrants Less Than \$10,000</b>			
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$0
2		<input type="checkbox"/>	\$0
3		<input type="checkbox"/>	\$0
4		<input type="checkbox"/>	\$0
5		<input type="checkbox"/>	\$0
6		<input type="checkbox"/>	\$0
7		<input type="checkbox"/>	\$0
8		<input type="checkbox"/>	\$0
9		<input type="checkbox"/>	\$0
10		<input type="checkbox"/>	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000</b>			
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:			
1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:			\$0

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 219901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 219901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$38,400	
(Sum of lines a, b, c, and d) Grand total		\$38,400	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 219901

Amendment number (for amendments only):

**Expense Item Description**

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
<b>Technology Hardware—Not Capitalized</b>							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1				\$		
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$0	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
<b>Grand total:</b>						<b>\$0</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 219901		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$0
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$0
6490	Indemnification compensation for loss or damage		\$0
6490	Advisory council/committee travel or other expenses		\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$0
Remaining 6400—Other operating costs that do not require specific approval:			\$0
<b>Grand total:</b>			<b>\$0</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

#### For TEA Use Only

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<b>Schedule #11—Capital Outlay (6600/15XX)</b>					
County-District Number or Vendor ID: 219901			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	
<b>66XX/15XX—Technology hardware, capitalized</b>					
2	Ipad Air	25	\$ 675	\$13,500	
3	Ipad Mini	15	\$ 500	\$ 7,500	
4	Microsoft Surface Pro 2	25	\$1100	\$27,500	
5	Panasonic Tough Laptops	20	\$1200	\$24,000	
6	Nook HD	25	\$ 180	\$ 4,500	
7					
8					
9					
10					
11					
<b>66XX/15XX—Technology software, capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$0	
<b>Grand total:</b>				<b>\$62,900</b>	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	N/A	N/A	Attendance rate	97%
Hispanic	44	N/A	Annual dropout rate (Gr 9-12)	0%
White	195	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	109	45%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	7	3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	21	16	20	22	20	11	21	25	17	22	18	13	15	241
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	0	21	16	20	22	20	11	21	25	17	22	18	13	15	241

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 219910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive needs assessment was conducted that included teacher/student surveys, interviews, inventories, AEIS/TAPR, and the Texas STaR Chart were conducted. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, and technical support.

The needs found were compared to items inventoried in the school to determine if items already owned could be reallocated to a need area prior to purchases being made.

Needs are prioritized by what is necessary to help students succeed in the nearest future. Feasibility of obtaining objects needed also assists in prioritizing. Financial costs and obligations affect how things are prioritized.

There are 109 students out of 241 who are economically disadvantaged. That is obviously the 45% mentioned previously. Through the needs assessed, it was found that students in the elementary group need assistance with reading. All parents either cannot or do not read to students or observe them reading. With this program, students would be provided with a reader that allows them to read-along, listen, or read themselves.

Specific needs have been identified and strategies to address those needs are listed in the program plans and responses to TEA.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased accessibility to tech devices and Internet service at home for economically disadvantaged students.	The program would assist in providing the economically disadvantaged students access to devices such as Nooks, I pads, and laptops with hotspots for Internet access at homes.
2.	Improved Reading scores	The program would provide students with electronic readers, accelerated reading programs, as well as allowing the students to read-along or be read to.
3.	Increase the number of students in dual-credit courses, both online and in the classroom, and/or distance learning courses.	One of the deterrents to students taking online/distance learning courses is the lack of computer/Internet resources at the home. The lending program would increase the service that the school district is able to provide to these students.
4.	Students need to gain technology-based knowledge and skills in all curriculum areas and at all grade levels.	The program would provide the students with need access to electronic devices and Internet services in all classes at all grade levels.
5.	Increase access to credit recovery programs for at risk students.	This program would allow at risk students to use credit recovery programs at home.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technology Director	Certified teacher with 5+ years technology training and experience.
2.	Region 16	Technology personnel trained in networks, programs, connectivity who come to the school weekly and as needed to assist in technology development.
3.	Librarian	Librarian trained in the electronic library system, bar coding, checking out items, return of items.
4.	Administration	Superintendent and Principals with Master s Degrees in education. Both have worked with technology systems for 5 years or more. They are familiar with AEIS reports and usage, evaluation of programs, and improvement.
5.	Teachers	All highly qualified teachers- certified.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Preparation for Program	1. Teacher Training	10/01/2014	12/01/2014
		2. Librarian Training	10/01/2014	12/01/2014
		3. Notices to parents	10/01/2014	10/01/2016
		4. Technology Lending Agreements signed	10/01/2014	10/01/2016
		5.		
2.	Obtain Equipment	1. Purchase Nooks, Ipads, and laptops	10/01/2014	11/1/2014
		2. Purchase "hotspots" with 2 year plan	10/01/2014	10/01/2016
		3.		
		4.		
		5.		
3.	Inventory Equipment	1. Bar-Code lending devices	10/15/2014	11/15/2014
		2. Add equipment to inventory list	10/15/2014	11/15/2014
		3.		
		4.		
		5.		
4.	Implement Use of Equipment	1. Start lending devices	11/15/2014	10/01/2016
		2. Update training with equipment in use	11/01/2014	10/01/2016
		3.		
		4.		
		5.		
5.	Evaluation of Program	1. Daily Lesson/grades	09/01/2014	10/01/2016
		2. Semester Exams	10/01/2014	10/01/2016
		3. EOC Exams	04/01/2015	06/01/2016
		4. Review of program and recommendations	10/01/2014	10/01/2016
		5.		

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, monitoring of attainment of goals and objectives is done by review. Daily, test, and semester grades are monitors for achievement of goals. End of course exams and STAAR exams are the final review of attainment of goals for achievement. Teachers adjust courses as grades are evaluated. Principal currently does walk-throughs and observations throughout the year. These results are communicated individually and collectively to the teachers with recommendations for improvement. Recommendations for improvements in technology are made to administration and the technology director throughout the year by faculty, students, and parent. These are taken into account during the technology planning. Results of the STAAR exams are publically published through the AEIS/TAPR and are published on the school web site.

Currently in development is the use of a Texas Student Data System (TSDS) Dashboard that will display the level of success in various areas.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are only a few testing devices that are being lent out during the day with no home Internet access provided. The Technology Planning team will coordinate efforts to maximize the effectiveness of grant funds along with administration, librarian, teachers, and students. To encourage and maintain commitment of participants there will be periodic training and use of TSDA Dashboards to show use and effectiveness of programs.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Data collection	1.	Number and percent of eligible economically disadvantaged students participating in the technology lending program would be calculated by the end of the first year.
		2.	Ratio of technology devices to students needing devices on participating campuses would be no less than 2:1 by the end of grant year one.
		3.	Number and names of courses using digital content would be completed by end of the first year of the grant
2.	Data collection	1.	No student who asks for a lending device would be denied access as evidenced by data collection upon student requests in the library.
		2.	Percentage of courses utilizing digital content would $\geq 75\%$ by the end of the first grant year.
3.	Teacher Evaluations and Observations	1.	Number and percent of teachers on participating campuses who used electronic instructional materials to students as a result of the technology lending program will increase by 75% by the end of grant year one as evidenced by teacher observations and documented lesson plans.
4.	Increased number of students taking online courses.	1.	Increase in number of students taking online courses by 10% for each grant year.
5.	Improved scores on proficiency exams by the end of year one.	1.	Number and percent of students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills for the beginning and end of each year of the grant period will improve by 25%.
		2.	Number of students attempting and passing CLEP exams for dual enrollment courses would increase by 10% during each year of the grant period.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program would align with our existing mission to ensure a positive, supportive, nurturing environment in which to educate all students through a commitment to quality and high standards. Our technology plan's goal is to encourage, enrich, and enhance students' learning environment and provide students with opportunities to acquire the technical skills necessary for present and future academic endeavors, practical work experiences, and personal experiences. The way it would align with our goals is by providing students with 24/7 computer and internet services to reach these goals on an as needed basis.

In an effort to maximize the grant money, we would have what I would call a "graduated" technology usage plan. Kindergarten through second grade would use the NOOK HD as a reader, implement alphabet exercises with alphabet apps such as the Alphabet Teacher or Trace in Glow ABC, number exercise apps, music apps, etc.,. Textbooks are available through the Nook and can be integrated in the classroom. They can be used with interactive boards. There are multiple reasons to start with the Nook - one of which is that the size fits the small hands of the users better. The students can use Ipad's but they are large for the little hands at this age. Students of this age group need to be read to and in today's society, parents do not always have or take the time to do this. The Nook offers read-along capabilities for the student. Nook offers a management plan for the teacher as well as training for the instructor. Finally, there is the cost. The cost is significantly more for Ipad mini's, Ipad's, and laptops with little gain for this age group.

The next level of students would be grades 3-4. Our plan would be to purchase Ipad Mini's for this group. We are, again, keeping in mind the small hands but advancing the platform used by the student. There are multiple apps available for the Ipad that can be used for any classroom. Readers are accessible via the Ipad Mini. They can be integrated with classroom textbooks and the interactive boards. Assignments can be given, electronic testing with immediate results available to students/teachers.

For our third level we include grades 5-6. We are looking at Ipad's for this group. Ipad's are a little larger than the Ipad Mini's but have similar format. Students would be able to build on the technology skills they have already obtained. These have the ability to integrate with the interactive white boards and can be used make assignments, review, and testing. Teachers and students can obtain immediate feedback from responses made on the Ipad.

Grades 7-12 would have laptops made available to them for lending purposes. Teachers use Edmodo which has a social learning type platform. It is for students, teachers, and parents. Assignments can be posted, polls/surveys conducted, video clips can be embedded, learning groups, quizzes, calendars, etc., can be set up. Assignments can be uploaded. This is great for students who have to be off campus whether it is an absence or even a school activity that removes them from the classroom. The student can remain in contact with the class and instructor while traveling or at home. The Science teachers use Sapling Learning which has some similar capabilities but has features specific to Science classes. Sapling is used interactively in the classroom with the Smart board and students. The teacher can save her material so that students can view the lesson at home/on the road. The student and teacher can receive rapid feedback from results of testing/assignments for improved learning. Without the lending equipment and hotspot, this would not be possible. Because many of our students are in Agriculture Science and have outdoor projects and classes, it would be good to have some "rugged" laptops for the shop, animal, and agriculture students. While they are traveling for their Ag events they have down-time to do their core classroom work but the environment they are in is not amenable to regular laptops.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Special education has obtained a couple of Ipads through the Co-op and are used during the school day. One Chromebook has been purchased at the high school level and has been lent out during the day on campus but not for home use yet. As this is newer to the school and no hotspots or Internet services have been purchased for home use, they have not been lent out for home use.

The plan would include them in the devices for home use with the same rules and requirements for use that the other lending devices would have.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Happy ISD Mission Statement is, "In partnership with parents, teachers, and students, the mission of Happy Independent School District is to ensure a positive, supportive, nurturing environment in which to educate all students through a commitment to quality and high standards." The Happy ISD Technology Plan is intended to provide a framework upon which we can propose and implement strategies to ensure the schools vision to encourage, enrich, and enhance students' learning environment and provide students opportunities to acquire the technical skills necessary for present and future academic endeavors, practical work experiences, and personal experiences. The lending program aligns with these goals by providing the students opportunities to acquire technical skills with the use of devices at home with Internet resources. It would allow for the students learn practical and technical skills that will work in academic, work, and personal experiences by providing lending devices and Internet services to students 24/7 as needed.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Happy ISD has prioritized the high school as the campus with the highest need based on dual courses that need computer/internet service to complete, as well as high school courses that use computers and internet services. In addition to these, the high school students are active in FCCLA, FFA, UIL Academics and Athletics, and travel to and from these events. Lending equipment and hotspots will allow them to stay up with classes in real-time. In addition to these needs, the financial need was also considered for prioritization. Access to lending equipment will be provided through the library lending program as it is already established. At the beginning of each school year an assessment will be conducted to re-assess who has access to computers/Internet at home. Students with financial needs will be prioritized based on criteria from free and reduced lunches, assignments, and access to technology devices. The portable wireless device and hotspot equipment will be signed out as a combined unit from the library to students with signed Technology Lending Agreements on file.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program will align with the current curriculum, instruction, and classroom management policies by expanding on what is already in place by allowing for computer/internet use at home as well as at school. Currently, the teachers use the computer labs for computer assignments/projects but are limited to that use as all students do not have computers/Internet availability at home. There are also distance learning courses that are available and used by students. We feel that more dual credit and distance learning courses would be taken advantage of if the lending program were available.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The English, Math, and Science classes use interactive white boards and projectors in the high school on a daily basis. There are two interactive white boards used on a daily basis in the elementary used for lessons and testing. There are less than five wireless devices available for lending between the two campuses and no internet access at home provided for students at this time. All curriculum has electronic options available for use and are used as computer access/lab are available and even as homework with the labs available to students after school but only for limited hours. Programs such as Ed Modo (assignments can be posted, polls/surveys, embedded video clips, learning groups, quizzes, calendars, and students can upload assignments) and Sapling (Science specific electronic education assistance which can be personalized to each class) are currently used to enhance lessons and to assist students with make-up work. If lending technology were in place, students who had to be absent would be able to keep up with lessons while they were absent. The Career and Technology classes have tests that must be taken to obtain dual credit and this could be done at home with the lending technology. Presentations could be worked on at home if this technology were available. Students who had their own devices could bring them and those who did not could sign out a device from the library to take notes in class, review electronic class books/assignments. The students who have Ag classes would be able to sign out the rugged laptops for assignments and have Internet access without fear of damaging the device. The elementary plan would be to stage the type of devices based on the age of the student. The plan includes starting the smaller children with the Nook HD device which could function as readers as well as support apps for the children to use to enhance their learning experience. The reader portion of the Nook does come with the ability for the books to be "read" to the student and they could read along, as well as the student reading the books. These come with connectivity and do not cost as much as pads or laptops. The students would advance to Ipad Mini's and Ipads which have excellent educational apps available and integrate with the current curriculum and Smartboards in the classroom. They would be able to interface with the technology in place at the school including the interactive white boards and take the device home at the end of the day to continue their education. Internet devices would be available as needed for this age group to use at home. As the student progresses to junior high and high school they would progress to tablets and laptops. Using this approach, the student would be comfortable using multiple devices.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers have received professional development in the use of Smart boards and receive annual technology training locally and through the service center. Examples: Three teachers, technology director, and high school principal attended the TCEA technology conference and breakout sessions in February of 2014 on the use of devices in the room; 5/12/14 Half-Day local in-service by the Technology Director at the school with input by teachers using the Smartboard. Special training will be obtained in the use of 1:1 or lending electronic devices in the classroom within the first three months of the grant period to be prepared for the grant implementation. No grant funds will be used for this education.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The infrastructure has been updated and both campuses have High-speed Broadband Internet Access with access in all classrooms. There is direct connection to the Internet via 4 T-1 lines. There are two file servers for Advanced Technology classes as well as district file servers. Currently, there are six Smart boards at the school and all the teachers that have them use them daily.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our plan for providing Internet access to the homes of students is to use "Hotspot" devices via a wireless carrier. We are looking at Sprint because of its accessibility for the area. With a 2 year contract the "Hotspot" device will be provided by the carrier. These will be mobile and can be used by different students as needed. They will be signed out with/without the wireless device as needed.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support is adequate to support students' anticipated use of devices provided through the grant with our on-site Technical Director , a technology aid at the elementary, as well as weekly visits contracted through the Region 16 Service Center. Additionally, the high school principal and the superintendent both have technology experience and would be available for assistance.

The "Hotspot" devices also have technical support via telephone through the wireless carrier.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the beginning of each school year or upon entrance of the student to the school, the students will be surveyed regarding availability of computers and Internet access in the home. Free and reduced lunch applications will be provided to each student. These will be used to determine financial need.

Students/parents will sign the Technology Lending Agreement at the beginning of the school year or upon entrance of the student to the school district. Mastery of the Digital Citizenship Strand of the Technology Application TEKS will be verified and reinforced via signed document as well.

There is a joint library for both the elementary and high school. The grant items would be administered through the library. The librarian will be in charge of the check-out process. The wireless devices would be bar-coded and signed out by the individual using them. The return policy would be similar to book return policies allowing for examination and maintenance of devices.

In cases of competing need, the device will be assigned based on financial need, assignment needs, and travel ability of students to and from the school. Considerations would be students in the same home with need could possible share devices, assignments, and reason for use of device. The principal would be the final decision maker in case of conflicting needs when not enough devices are available for all students needing devices. Upon return of devices they will be cleared by the librarian. They will be examined by the technology director at least annually as well as during the year if any issues arise with a device. Insurance will be purchased in case of accident/damage.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 219901

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Insurance will be made with purchase of devices. The technology lending equipment will be inventoried and bar-coded upon arrival and yearly.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Agreement will be developed by the technology director and administration and approved by the board. We will take the current Technology Use Agreement from the student handbook and modify it for the Technology Lending agreement as it already addresses the responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. It will also verify that the students have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Application TEKS and include a reminder of what that includes. It will be made available to the parents/students at the beginning of each school year and upon arrival of each new admission throughout the year with the student handbook. The agreement must be signed by the parents and student and returned at the first of the year or upon arrival for each new admission , prior to the lending of any device.

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